

Form 2 Evaluation Plan and Report - Specific Learning Disability

Student Name: _____ File Review Number: _____

Supervisory Union: _____

School/Placement: _____ Child Count #: _____

Date of Birth: ____/____/____ Case Manager: _____

Grade Level: ____ Gender: ____ Review Date: ____/____/____ Reviewer's Initials: _____

General File Information:

	Yes	No	N/A
Access Log included?	<input type="checkbox"/>	<input type="checkbox"/>	
Educational Surrogate appointed and letter in file?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Due Process, Mediation, Administrative Complaints on file?	<input type="checkbox"/>	<input type="checkbox"/>	
Does eligibility decision match Child Count data?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was the student a drop-out?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were services offered to the drop-out student?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Check one: ☐ Date of Evaluation Plan (for record reviews)
☐ Date of Parental Consent (for new testing situations)
☐ Date Consent was received in District (if filled in)

____/____/____

Date of Report:

____/____/____

Completion of the Final Report exceeded 60 days: Yes ☐ No ☐ # of days _____

Appropriate Notice of Delay (exceptional circumstance) documented: Yes ☐ No ☐ N/A ☐

Comments: _____

Check each box for the individuals that were involved in the development of the Evaluation Plan:

☐ Parent ☐ Student ☐ LEA Representative
☐ Special Educator ☐ Classroom Educator ☐ Person to interpret educational implications
☐ Person to interpret diagnostic examinations

Check each box for the individuals that initialed their agreement with the Evaluation Report.

☐ Parent ☐ Student ☐ LEA Representative
☐ Special Educator ☐ Classroom Educator ☐ Person to interpret educational implications
☐ Person to interpret diagnostic examinations

Disability Determination:	Yes	No
Questions were appropriate to determine disability	<input type="checkbox"/>	<input type="checkbox"/>
Answers included documentation that:		
A 1.5 SD discrepancy exists below an expected achievement level in:	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> oral expression <input type="checkbox"/> listening comprehension <input type="checkbox"/> written expression <input type="checkbox"/> basic reading skills		
<input type="checkbox"/> reading comprehension <input type="checkbox"/> mathematics calculation <input type="checkbox"/> mathematics reasoning		
A written observation outside of the testing setting was performed	<input type="checkbox"/>	<input type="checkbox"/>
The 1.5 SD discrepancy was calculated correctly (Standard Error of Measurement was considered, where appropriate)	<input type="checkbox"/>	<input type="checkbox"/>
Team conclusion section was completed.	<input type="checkbox"/>	<input type="checkbox"/>
Other Disability Area(s) Suspected:		
<input type="checkbox"/> Autism <input type="checkbox"/> Deaf-Blind <input type="checkbox"/> Deaf / Hard of Hearing <input type="checkbox"/> Developmental Delay		
<input type="checkbox"/> Emotional Disturbance <input type="checkbox"/> Learning Impaired <input type="checkbox"/> Orthopedic Impairment		
<input type="checkbox"/> Other Health Impairment <input type="checkbox"/> Specific Learning Disability <input type="checkbox"/> Speech/Language Impairment		
<input type="checkbox"/> Traumatic Brain Injury <input type="checkbox"/> Visual Impairment		

Assessment Areas Evaluated:	Yes	No	N/A	Appropriate Personnel Identified:	
				Yes	No
Cognitive Testing:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social/Emotional Testing:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adaptive Behavior Assessment:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Achievement/ Educational Testing:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speech/Language Testing:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motor Skills Testing:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical/Health Evaluations:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Functional Behavioral Assessment:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Assessment Area(s):					
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Form 2 Evaluation Plan and Report - Adverse Effect

	Yes	No
Questions were appropriate to determine adverse effect?	<input type="checkbox"/>	<input type="checkbox"/>
Were at least three of the five adverse effect areas evaluated and found within the lowest 15 th percentile, lowest 15 th percent of the class, or 1.0 standard deviation below the mean?		
Standard or percentile scores on an individually administered, nationally-normed achievement test	<input type="checkbox"/>	<input type="checkbox"/>
Grades, or the lack of grades due to refusal to complete assignments	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum-based measures	<input type="checkbox"/>	<input type="checkbox"/>
Criterion-referenced or group administered norm-referenced test(s)	<input type="checkbox"/>	<input type="checkbox"/>
Student work, language samples, or portfolios	<input type="checkbox"/>	<input type="checkbox"/>
Team conclusion section was completed.	<input type="checkbox"/>	<input type="checkbox"/>
Notes: _____		

Form 2 Evaluation Plan and Report - Need for Special Education		
	Yes	No
Questions were appropriate to determine the need for special education?	<input type="checkbox"/>	<input type="checkbox"/>
Did the team document a need for special education that included that the student required specially-designed instruction which could not be provided within the school standard instructional conditions, as created by the school's comprehensive educational support systems?		
	<input type="checkbox"/>	<input type="checkbox"/>
Team conclusion section was completed.	<input type="checkbox"/>	<input type="checkbox"/>
Notes: _____		

Decision of the Evaluation and Planning Team		

	Yes	No	N/A
The final page of Form 2 of the Evaluation Report was completed?	<input type="checkbox"/>	<input type="checkbox"/>	
Disability category was listed accurately based on team decision?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If ineligible, reasons were listed and other recommendations and accommodations were made by the EPT?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional File Information

Does the file show evidence that re-evaluations were conducted within a three year span?

☐ Yes ☐ No ☐ N/A
 ____/____/____ ____/____/____ ____/____/____

Form 7 Notice of Local Educational Agency Decision

If the school has decided not to implement a request, or agree with the decision of the Evaluation and Planning Team, there was documented evidence of written notification to the parent?

☐ Yes ☐ No ☐ N/A
☐

Did the notice include the effective date of the decision?

Form 8 Transition from Family Infant Toddler Project to Essential Early Education

The file contained documentation that a letter on transition was sent to the parents and school six months prior to the child's third birthday.

☐ Yes ☐ No ☐ N/A
☐

The file contained documentation that the school participated in a transition meeting for the child that was held at least 90 days prior to the child's third birthday.

☐

If the child transitioned from the Family Infant Toddler Program, there is documentation that Form 8 was signed by the parents?

☐ Yes ☐ No ☐ N/A
☐

Was the date it was received in the District filled in?

☐

Was an IEP developed at age three for this student transferring from the Family Infant Toddler Program?

☐

Date of initial placement in Part C.

____/____/____

Date of initial placement in Part B.

____/____/____

Notes: _____
